



Smt. N.P.S Govt College college for women

Accredited by NAAC with Grade **A**

Greampet, Near Durgam Temple, Chittoor-517002



Email: Chittoor.w.jkc@gmail.com Web site: www.npsgcwctr.edu.in

student centric methods such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Smt. N.P. Savitramma Government College for Women, Chittoor, is committed to fostering a dynamic, engaging, and inclusive educational environment. By adopting innovative and student-centric teaching and learning methodologies, the institution ensures that students are active participants in their own education. These approaches—experiential learning, participative learning, and problem-solving methodologies—not only enhance academic performance but also equip students with the skills and confidence needed to face real-world challenges.

Experiential Learning: Bridging Theory and Practice

Experiential learning is a hands-on, practical approach to education that connects theoretical concepts to real-world applications. This methodology encourages students to learn by doing, fostering a deeper understanding of their subjects and enabling them to apply knowledge in practical contexts. At Smt. N.P. Savitramma Government College for Women, experiential learning is integrated into the curriculum through a variety of activities:

1. Projects

- Students undertake academic and community-based projects that encourage them to explore real-world problems and devise solutions. These projects provide opportunities for research, innovation, and critical thinking.
- For example, science students may design experiments to study environmental issues, while commerce students might analyze market trends or develop business plans.

2. Field Visits

- Field visits allow students to observe and interact with professionals in their fields of study. For instance, biology students visit research

laboratories or biodiversity parks, while history students explore heritage sites and museums.

- These visits enhance practical knowledge, offering insights into how theoretical concepts are applied in real-life scenarios.

3. Internships

- Internships provide students with on-the-job training in their chosen fields, enabling them to gain valuable work experience. These opportunities help bridge the gap between academic learning and professional requirements.
- The college collaborates with local businesses, non-profit organizations, and government agencies to arrange internships for students across disciplines.

4. Laboratory Experiments

- In science and technology courses, laboratory experiments are a cornerstone of experiential learning. Students engage in hands-on activities to test hypotheses, analyze data, and draw conclusions, fostering critical thinking and problem-solving skills.
- The institution ensures that laboratories are well-equipped to facilitate advanced experiments and research.

By emphasizing experiential learning, the college nurtures curiosity, creativity, and practical expertise, preparing students for careers and lifelong learning.

Participative Learning: Fostering Collaboration and Engagement

Participative learning is a collaborative approach that places students at the center of the learning process. This method emphasizes active involvement, peer interaction, and collective problem-solving, transforming the traditional classroom into a vibrant, interactive space. At Smt. N.P. Savitramma Government College for Women, participative learning is promoted through various activities:

1. Group Discussions

- Group discussions are a regular feature of classroom activities, encouraging students to share ideas, debate perspectives, and learn from their peers.
- These discussions help students develop critical thinking, improve communication skills, and gain confidence in expressing their views.

2. Debates

- Debates are organized to challenge students to articulate their arguments, defend their positions, and consider opposing viewpoints. This activity

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- sharpens analytical thinking, enhances public speaking skills, and promotes respect for diverse opinions.

3. Role-Plays

- Role-playing exercises simulate real-life scenarios, allowing students to step into different roles and experience various perspectives. For instance, students in social sciences may reenact historical events, while those in management courses simulate workplace scenarios.
- This activity enhances empathy, problem-solving abilities, and interpersonal skills.

4. Seminars and Workshops

- Students actively participate in seminars and workshops as presenters, panelists, or organizers. These events provide platforms for sharing knowledge, developing leadership skills, and networking with peers and experts.
- Topics covered in these sessions often go beyond the syllabus, exposing students to interdisciplinary knowledge and contemporary issues.

5. Peer Teaching and Mentoring

- Advanced learners are encouraged to mentor their peers, fostering a collaborative learning environment. Peer teaching not only reinforces the mentor's understanding of the subject but also provides slow learners with relatable guidance and support.

Participative learning transforms the educational experience by making it more engaging and inclusive. It builds a sense of community, encourages teamwork, and ensures that every student has an active role in the learning process.

Problem-Solving Methodologies: Developing Analytical and Decision-Making Skills

Problem-solving methodologies are integral to modern education, equipping students with the analytical and decision-making skills needed to address complex challenges. At Smt. N.P. Savitramma Government College for Women, problem-solving is embedded in the curriculum through innovative teaching strategies:

1. Case Studies

- Case studies present students with real-world problems, requiring them to analyze situations, identify challenges, and propose solutions. This

approach is widely used in commerce, management, and social science courses.

- By working on case studies, students develop critical thinking and learn to apply theoretical knowledge to practical situations.

2. Scenario Analysis

- Scenario analysis involves examining hypothetical situations to explore potential outcomes and consequences. This method helps students anticipate challenges and develop strategic thinking skills.
- For example, environmental science students might analyze the impact of climate change on local ecosystems, while economics students evaluate the effects of policy changes on market dynamics.

3. Project-Based Assignments

- Students are tasked with comprehensive projects that require them to identify problems, conduct research, and implement solutions. These assignments encourage independent learning, creativity, and resourcefulness.
- Examples include developing community outreach programs, designing technological prototypes, or creating awareness campaigns on social issues.

4. Problem-Solving Competitions

- The college organizes competitions such as hackathons, quizzes, and innovation challenges, where students collaborate to solve complex problems within a limited timeframe. These events foster teamwork, time management, and innovative thinking.

5. Interactive Problem-Solving Sessions

- Faculty members conduct interactive sessions where students work together to solve problems presented in the form of puzzles, simulations, or case-based scenarios. These activities make learning enjoyable while enhancing cognitive skills.

By incorporating problem-solving methodologies, the college ensures that students are equipped with the skills to tackle real-world challenges effectively. These methods also instill a sense of responsibility and resilience, preparing students to navigate uncertainties in their personal and professional lives.

Benefits of Student-Centric Learning Methods

The adoption of experiential learning, participative learning, and problem-solving methodologies has transformed the educational experience at Smt. N.P. Savitramma Government College for Women. The benefits of these approaches include:

1. Enhanced Engagement

- Active participation in learning activities keeps students motivated and engaged, reducing monotony and fostering a love for learning.

2. Improved Academic Performance

- By addressing diverse learning needs and promoting critical thinking, these methods contribute to better academic outcomes.

3. Development of Life Skills

- Activities such as group discussions, internships, and project-based assignments help students develop essential life skills, including communication, teamwork, leadership, and problem-solving.

4. Increased Confidence

- Opportunities for experiential and participative learning build self-confidence, enabling students to express themselves effectively and take initiative.

5. Preparation for the Future

- These methodologies equip students with the knowledge and skills needed to succeed in higher education, competitive exams, and professional careers.

6. Fostering Creativity and Innovation

- By encouraging independent thinking and experimentation, the college nurtures creativity and innovation among students.

Conclusion

Smt. N.P. Savitramma Government College for Women, Chittoor, stands as a beacon of progressive education by implementing student-centric teaching and learning methodologies. Experiential learning connects students to real-world applications, participative learning fosters collaboration and engagement, and problem-solving methodologies develop analytical and decision-making abilities. Together, these approaches create a dynamic and inclusive educational environment that empowers students to achieve their full potential. The college's commitment to innovation and excellence ensures that its graduates are well-rounded, confident, and prepared to face the challenges of an ever-evolving world.



Principal

Smt. N.P.S.Govt. College for Women
CHITTOOR-517002.(A.P.).



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Teaching-Learning Process

Teaching-Learning Process in the Department of Microbiology

The teaching-learning process in the Department of Microbiology should integrate innovative, participatory, and interdisciplinary approaches to ensure a comprehensive understanding of theoretical concepts, practical skills, and real-world applications. Below are the key elements and strategies for an effective teaching-learning process:

1. Curriculum Delivery

- **Conceptual Clarity:** Begin with foundational principles such as microbial cell structure, metabolism, and genetics.
- **Interlinking Theory and Practice:** Align theory with practical sessions, such as studying *Xanthomonas campestris* in both lectures and labs.
- **Syllabus Integration:** Focus on topics like microbial roles in agriculture, industry, and environmental management, as per academic guidelines.

2. Classroom Teaching Methods

- **Interactive Lectures:** Use multimedia tools (animations, videos) to explain microbial processes like nitrogen fixation and disease cycles (*Puccinia graminis*, TMV).
- **Problem-Based Learning (PBL):** Present problems, such as identifying microbial contaminants, and guide students through solutions.
- **Open Discussions:** Encourage discussions on emerging topics like antibiotic resistance and transgenic crops.

3. Laboratory Teaching

- **Basic Techniques:** Cover foundational techniques like aseptic methods, staining, and microscopy.
- **Applied Microbiology:** Conduct experiments on antimicrobial activity, soil microbiology, and water testing.
- **Innovative Experiments:** Guide students in creating Winogradsky columns or isolating plant pathogens like *Plasmopara viticola*.
- **Hands-On Training:** Focus on modern techniques such as PCR, ELISA, and microbial identification software.

4. Experiential Learning

- **Field Visits:** Organize visits to fermentation industries, research labs, or agricultural fields to observe microbial applications.
- **Mini-Projects:** Assign projects on topics like microbial biodegradation or biofertilizer production.

- **Internships:** Facilitate practical exposure in industries such as pharmaceuticals, food microbiology, or environmental monitoring.
-

5. Integration of ICT Tools

- **E-Learning Resources:** Use platforms like NPTEL, e-PG Pathshala, or microbiology-specific apps.
 - **Virtual Labs:** Provide access to virtual experiments for concepts like microbial growth kinetics and genetic engineering.
 - **Interactive Sessions:** Use digital quizzes, interactive whiteboards, and online simulations to enhance engagement.
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6. Assessment Methods

- **Formative Assessments:** Conduct regular quizzes, assignments, and group discussions.
 - **Practical Assessments:** Evaluate lab skills through individual experiments and observation of techniques.
 - **Rubrics-Based Evaluation:** Use clear criteria to assess projects, presentations, and participation.
 - **Feedback Mechanism:** Provide constructive feedback on academic and practical performance.
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7. Research and Innovation

- **Research Orientation:** Encourage students to participate in research projects related to microbial ecology, bioinformatics, or plant pathology.
 - **Innovation Challenges:** Organize challenges to develop microbial-based solutions for agricultural or environmental issues.
 - **Publications and Presentations:** Guide students in publishing research or presenting at seminars and conferences.
-

8. Collaborative and Participatory Methods

- **Group Learning:** Promote teamwork in projects such as microbial diversity surveys.
 - **Peer-to-Peer Teaching:** Let students present on specific microbes or microbial processes to peers.
 - **Interdepartmental Collaboration:** Conduct joint activities with departments like Biotechnology or Environmental Science.
-

9. Community and Societal Engagement

- **Awareness Programs:** Educate the public on microbial roles in health and agriculture (e.g., golden rice, probiotics).
 - **Eco-Club Activities:** Collaborate on initiatives like composting, biofertilizer production, and waste management.
 - **Extension Activities:** Conduct workshops on biocontrol or sustainable agriculture for local farmers.
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10. Continuous Professional Development

- **Faculty Training:** Encourage faculty to attend workshops and conferences to stay updated on teaching methodologies.
- **Student Seminars:** Organize regular seminars and journal clubs to promote active learning and critical thinking.

Implementation of Student-Centric Methods in the Department of Microbiology

Student-centric methods aim to foster active learning, enhance understanding, and cultivate skills that prepare students for academic and professional excellence. Below are some practical approaches to implementing these methods in the Department of Microbiology:

1. Active Learning Techniques

- **Case-Based Learning:** Use real-world microbiological cases (e.g., foodborne outbreaks, disease diagnosis) to encourage students to analyze and solve problems.
- **Flipped Classroom:** Share lecture materials (videos, readings) beforehand, allowing classroom time for discussions, quizzes, and collaborative exercises.
- **Interactive Demonstrations:** Demonstrate laboratory techniques (e.g., Gram staining, culture preparation) interactively, letting students perform hands-on steps in small groups.

2. Collaborative Learning Activities

- **Group Projects:** Assign projects like creating Winogradsky columns or studying microbial diversity in local environments.
- **Peer Teaching:** Encourage students to teach topics like the life cycle of *Puccinia graminis* or applications of Bt crops to their classmates.
- **Interdisciplinary Collaboration:** Partner with departments like Biotechnology or Environmental Science for joint projects on topics like transgenic plants or bioremediation.

3. Experiential Learning Opportunities

- **Field Visits:** Organize visits to agricultural fields, research institutes, or wastewater treatment plants to observe microbial applications.
- **Workshops:** Conduct hands-on workshops on topics such as microbial genome editing or pathogen detection.
- **Internships:** Facilitate internships in microbiological labs, breweries, or pharmaceutical industries to bridge theoretical and practical knowledge.

4. Inquiry-Based Learning

- **Mini Research Projects:** Encourage students to explore microbial roles in real-world problems, such as using *Xanthomonas campestris* for biofilm studies or studying TMV-resistant plants.
 - **Open-Ended Experiments:** Let students design and conduct experiments, such as testing antimicrobial activity of plant extracts.
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5. Use of Technology

- **Digital Tools:** Incorporate simulation software for microbial growth, gene editing, or ecosystem modeling.
 - **Online Platforms:** Use platforms like Moodle or Google Classroom for quizzes, assignments, and discussion forums.
 - **Virtual Labs:** Offer virtual lab experiences to complement physical lab sessions, especially for hard-to-replicate scenarios.
-

6. Gamification

- **Quizzes and Competitions:** Conduct microbiology-themed quizzes, treasure hunts, or debates (e.g., ethical issues in transgenic plants).
 - **Role-Playing:** Simulate roles like epidemiologists or lab technicians to understand microbial applications in healthcare or industry.
-

7. Continuous Assessment and Feedback

- **Portfolio Development:** Ask students to maintain portfolios of lab work, field reports, and presentations.
 - **Reflective Learning:** Include activities like maintaining reflective journals to analyze their learning experiences.
 - **Rubric-Based Evaluation:** Use clear rubrics for assessing participation, creativity, and problem-solving in activities.
-

8. Community Engagement

- **Eco-Club Participation:** Collaborate with eco-club activities (e.g., composting workshops, microbial biofertilizer production).
- **Awareness Campaigns:** Plan campaigns on microbial roles in agriculture and health (e.g., golden rice, probiotics).

1. Community Service Projects (CSP)

Activities:

Students conduct **socio-economic surveys** in nearby villages or communities to assess the socio-economic and educational status of the residents.

Execution:

- **Survey Process:**
 - Collect data on factors such as income, employment, education levels, health conditions, and access to resources (water, electricity, roads, etc.).
 - Identify pressing problems in the community (e.g., poor waste management, lack of clean drinking water, or inadequate healthcare facilities).
- **Focus Area:**

Students concentrate on one issue identified during the survey, such as:

 - **Health Awareness Campaigns:** Educating residents about sanitation, vaccination, and disease prevention.
 - **Environmental Awareness:** Teaching the importance of waste segregation and recycling.
 - **Infrastructure Issues:** Advocating for better roads or consistent electricity

supply by submitting petitions to relevant authorities.

Skills Gained:

1. Communication and interpersonal skills.
2. Problem-solving and critical-thinking abilities.
3. Leadership and team collaboration.
4. Community engagement and project management.

2. Internship Programs

Internships provide students with practical knowledge and exposure to industrial or professional settings. The department encourages both **short-term internships (2 months)** and **long-term internships (6 months)** based on students' interests.

- **Industries:** Jam, jelly, and juice-making factories.
- Skills Gained:
 - Knowledge of fruit processing, sterilization, and packaging.
 - Maintaining hygiene standards in food production.
 - Operating food processing machinery.
- Procedure:
 - Prepare fruit pulp for processing.
 - Sterilize jars and package finished products.

3. Field Visit Reports

Students undertake field visits to collect data on natural ecosystems and animal behavior.

- Examples:
 - Studying bird diversity in a sanctuary.
 - Observing marine organisms during coastal visits.

Skills Developed Through Collaborative Projects

1. Practical knowledge of procedures and methods specific to the industry.
2. Teamwork and time management.
3. Critical and creative problem-solving.

Experiments



Science Exhibition



CSP AND SHORT TERM INTERNSHIP EVALUATION



ICT/Digital class teaching



ICT/Digital class teaching



Field Visits



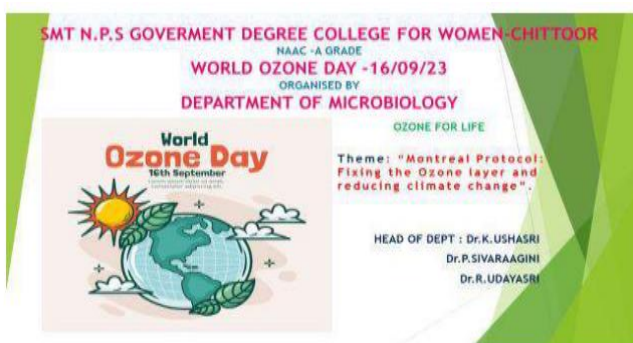
Poster Presentation



Dated: 23/12/23 : Ms. Ishwarya II BSc., MZC representing NPS at PVKN for Elocution and Essay writing in connection with National Consumers Day and secured II prize in d competition and will receive it tomorrow from the district collector.



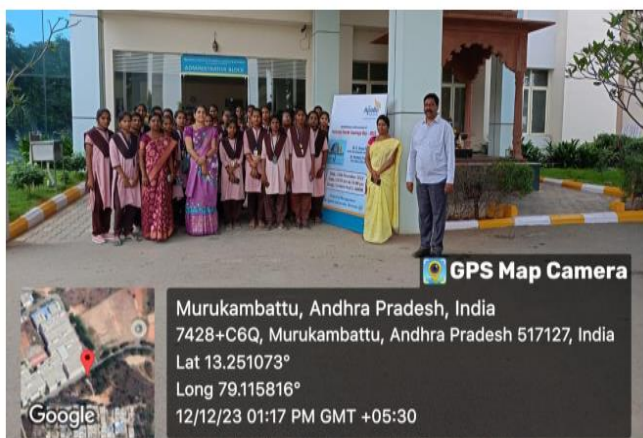
OZONE DAY



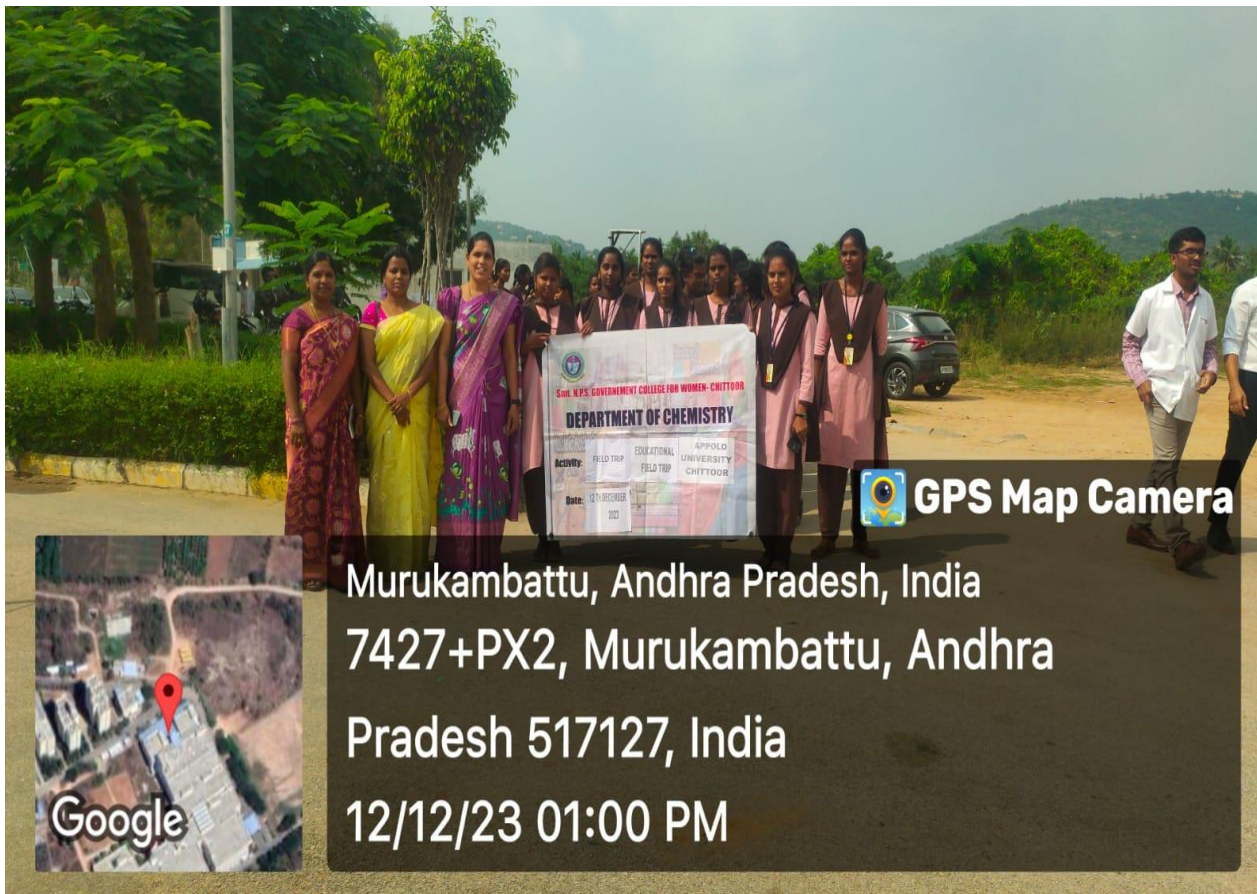
Department of MZC dated 12/12/23 Offering a long-term internship opportunity exclusively designed for BSc and MZC science students, providing an immersive experience at Apollo Medical University, aimed at fostering practical knowledge, professional growth, and hands-on exposure in the medical field.

Internship (Long Term) Awareness Programme In Drda / Seedap :

The Long-Term Internship Awareness Programme scheduled on 15th December 2023 at DRDA/SEEDAP aims to acquaint participants with invaluable insights and opportunities, fostering a deeper understanding of extended internships and their role in professional development."









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(ISO 9001:2015 Certified Institution)

Affiliated to Sri Venkateswara University: Thirupati



Teaching-Learning Process

The Teaching-Learning Process is a dynamic, interactive, and recursive process that involves the teacher, learner, and the learning environment.

Key Components

1. **Teacher:** Facilitates learning, provides guidance, and assesses student progress.
2. **Learner:** Actively engages with the learning material, constructs meaning, and takes responsibility for their learning.
3. **Learning Environment:** Includes physical, social, and cultural factors that influence the learning process.

Phases of the Teaching-Learning Process

1. **Planning:** Teacher sets learning objectives, selects instructional strategies, and prepares materials.
2. **Implementation:** Teacher delivers instruction, facilitates learning activities, and provides feedback.
3. **Assessment:** Teacher evaluates student learning, provides feedback, and adjusts instruction.
4. **Reflection:** Teacher reflects on the effectiveness of instruction, identifies areas for improvement, and revises the instructional plan.

Teaching Strategies

1. **Direct Instruction:** Teacher-centered approach, where the teacher presents information and demonstrates skills.
2. **Indirect Instruction:** Student-centered approach, where students explore and discover concepts through hands-on activities.
3. **Experiential Learning:** Students learn through real-world experiences and reflections.
4. **Technology-Enhanced Instruction:** Integration of technology to support teaching and learning.

Implementation of Student- Centric Methods in the Department of Mathematics

Active Learning Methods

1. **Problem-Based Learning (PBL):** Encourage students to work in groups to solve real-world math problems.
2. **Flipped Classroom:** Reverse the traditional lecture-homework format. Students learn basics at home and work on activities in class.
3. **Mathematical Modeling:** Use real-world scenarios to model mathematical concepts, promoting critical thinking and problem-solving.

Collaborative Learning Methods

1. **Group Discussions:** Encourage students to discuss mathematical concepts in small groups, promoting peer-to-peer learning.
2. **Mathematical Debates:** Assign students different perspectives on a mathematical topic, encouraging them to research, debate, and defend their positions.
3. **Collaborative Problem-Solving:** Pair students to work on math problems, promoting communication, teamwork, and mutual learning.

Technology-Enhanced Learning Methods

1. **Mathematical Software:** Utilize software like Mathematica, Maple, or MATLAB to visualize mathematical concepts and explore real-world applications.
2. **Online Resources:** Leverage online resources like Khan Academy, MIT OpenCourseWare, or Wolfram Alpha to supplement traditional teaching methods.
3. **Interactive Simulations:** Create interactive simulations to illustrate mathematical concepts, allowing students to experiment and explore.

Real-World Application Methods

1. **Case Studies:** Use real-world case studies to illustrate mathematical concepts, promoting practical understanding and application.
2. **Guest Lectures:** Invite professionals from various fields to discuss how mathematics is applied in their work.
3. **Mathematical Projects:** Assign students projects that require them to apply mathematical concepts to real-world problems.

Assessment and Feedback Methods

1. **Formative Assessments:** Regularly assess student understanding through quizzes, class discussions, and group work.
2. **Peer Review:** Encourage students to review and provide feedback on each other's work.
3. **Self-Assessment:** Encourage students to reflect on their own learning, set goals, and identify areas for improvement.

Inclusive Teaching Methods

1. **Differentiated Instruction:** Tailor instruction to meet the diverse needs and abilities of students.
2. **Universal Design for Learning (UDL):** Design instruction to be accessible and engaging for all students.
3. **Culturally Responsive Teaching:** Incorporate diverse perspectives and examples to promote inclusivity and equity.

Community Service Projects (CSP)

Activities:

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Execution:

- **Survey Process:**

- Collect data on factors such as income, employment, education levels, health conditions, and access to resources (water, electricity, roads, etc.).
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Health Awareness Campaigns: Educating residents about sanitation, vaccination, and disease prevention.

Environmental Awareness: Teaching the importance of waste segregation and recycling.

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Skills Gained:

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Internship Programs

Internships provide students with practical knowledge and exposure to industrial or professional settings. The department encourages both **short-term internships (2 months)** and **long-term internships (6 months)** based on students' interests.

Academic Competitions



ICT/Digital class teaching



Field Visits



Science Exhibition



Peer Group Learning



Seminar



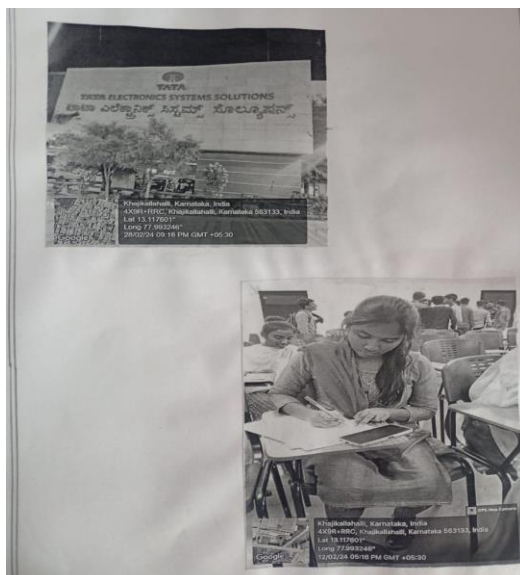
Problem Solving



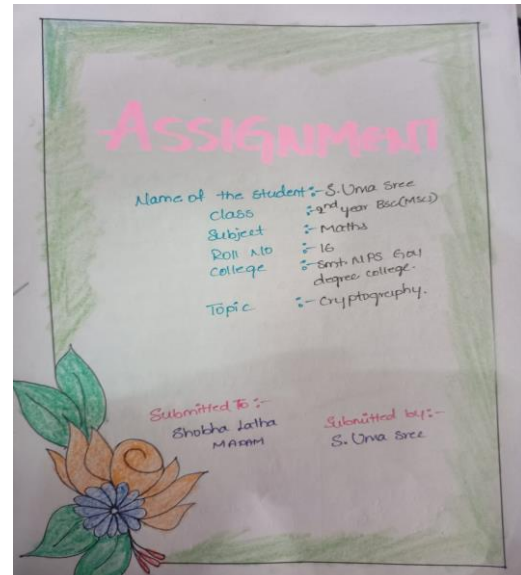
Academic Competitions



Internship at TATA Electronics Bangalore



Assignment





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Teaching-Learning Process

Implementation of Student-Centric Methods in the Department of History

The teaching-learning process refers to the dynamic interaction between teachers and learners to facilitate the acquisition of knowledge, skills, attitudes, and values. It is the framework through which educational goals are achieved, ensuring that learning is meaningful, engaging, and effective.

Types of Teaching-Learning Methods

1. Teacher-Centric Methods

- Focuses on the teacher as the main source of knowledge.
- Examples:
 - Lectures
 - Demonstrations
 - Direct instruction

2. Student-Centric Methods

- Emphasizes the role of students in their own learning process.
- Examples:
 - Experiential learning
 - Participative learning
 - Problem-solving methodologies

Implementation of Student-Centric Methods in the Department of History

In the Department of History, student-centric teaching-learning methods can be effectively implemented to enhance engagement and deepen understanding of historical concepts. Here are some strategies:

1. Experiential Learning

• Historical Site Visits

- Organize field trips to historical monuments, museums, and archaeological sites to provide real-world context.
- Encourage students to document their observations and present reports.

• Role-Playing Activities

- Assign students historical characters and recreate significant events, such as debates in historical councils or trials.

- This method fosters empathy and a deeper understanding of historical perspectives.
 - **Hands-On Activities**
 - Create replica artifacts or historical maps.
 - Use tools like clay or technology to simulate ancient art or architecture.
-

2. Participative Learning

- **Group Discussions**
 - Form discussion groups to analyze historical events, debates, or treaties.
 - Encourage students to express diverse perspectives and interpret historical sources critically.
 - **Peer Teaching**
 - Assign students specific topics to research and teach their peers.
 - Helps in reinforcing their understanding while improving communication skills.
 - **Debates on Historical Controversies**
 - Organize debates on contentious historical issues, such as causes of wars or the impact of colonization.
 - Promote critical thinking and respect for differing viewpoints.
-

3. Problem-Solving Methodologies

- **Case Study Analysis**
 - Provide historical case studies (e.g., policies during wars, strategies in independence movements).
 - Ask students to evaluate decisions and suggest alternative approaches based on historical contexts.
 - **Scenario-Based Learning**
 - Present hypothetical historical scenarios and ask students to predict outcomes based on their knowledge.
 - For example, "What if the Industrial Revolution had occurred a century earlier?"
 - **Research Projects**
 - Assign small research tasks where students investigate historical themes, such as the social structure of ancient civilizations or the role of women in revolutions.
-

4. Technology Integration

- **Digital Storytelling**
 - Encourage students to create digital presentations or videos narrating historical events.
 - Tools like Canva, PowerPoint, or video editing software can be utilized.
- **Gamification**
 - Use history-based games and quizzes to make learning more interactive.

- For instance, historical timeline challenges or trivia contests.
 - **Online Resources**
 - Introduce students to online archives, digital libraries, and interactive history platforms like Google Arts & Culture.
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5. Assessment and Reflection

- **Reflective Journals**
 - Ask students to maintain journals documenting their learning experiences and insights.
 - **Formative Assessments**
 - Use creative assessments like crafting timelines, building mind maps, or writing reflective essays to evaluate understanding.
 - **Feedback Sessions**
 - Regularly collect feedback to adjust teaching methods to align with students' needs and interests.
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By implementing these methods, the Department of History can transform traditional learning into an engaging, participative, and insightful experience, fostering critical thinking and lifelong learning among students.

MAP POINTING





GUEST LECTURE



BRIDGE COURSE



INDUSTRIAL VISIT



UNITY DAY CELEBRATIONS



MENTEE- MENTOR



INTERNSHIP AWARENESS PROGRAMME



PEER- TEACHING



Department of Telugu

Sl. No.	Topic	Date	Remarks
01	అలహాబాద్	10/12/2023	అలహాబాద్ (అలహాబాద్)
02	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
03	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
04	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
05	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
06	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
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14	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
15	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
16	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)
17	వి. పాఠశాల		అలహాబాద్ (అలహాబాద్)

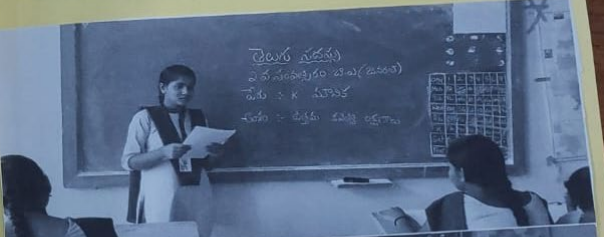
SEMINAR NO. 05

Class : 10A **Date:** 10/12/2023

Topic : కవి, నవల - పాఠశాల పాఠశాల

Name of the Student : K. Madhavi

No. of Students Present : 17




Signature of the Student

Signature of Teacher

క్రమం	విద్యార్థి పేరు	(ర్యాంక్)	అంశం
01	జి. లయ	బి.కెం	హెసారే మార్పుమలు - (హెసారే)
02	పి. విజ్ఞాన	"	వివిధ రకాల ప్లాస్టిక్
03	బి. కిరణ్	"	డ్రైమె కెఫెయిన్ లక్షణాలు
04	బి. చావని	"	సామాజిక మార్పుమలు
05	యస్. అంజలి	"	అనువాద సమస్యలు వాస్తవ
06	యం. భీమకృష్ణ	"	హెసారే మార్పుమలు - (హెసారే)
07	యం. రమ్య	"	సామాజిక మార్పుమలు
08	యస్. సీత	"	కేరళ కలెక్టరీని భాష ఎలా ఉంది
09	సి. వెన్నెల రాజీ	"	కడియో - ఖాషే, రెవెన్యూ టూల్స్
10	కె. శ్రీదేవి	"	వారి లక్షణాలు
11	వి. బిందు	"	యూరేకా లక్షణాలు
12	యస్. అను	"	ప్లాస్టిక్ వివరాలను
13	కె. దేవి	"	యూరేకా
14	యం. వాణిమతి	"	యూరేకా లక్షణాలు
15	కె. మాధవి	"	హెసారే మార్పుమలు
16	బి. కుమారి	"	నెహ్రూ మార్పుమలు
17	పి. అంజలి	"	నెహ్రూ మార్పుమలు
18	పి. వనశ్రీ	"	కేరళ లక్షణాలు
19	యం. శైలజ	"	సామాజిక మార్పుమలు
20	బి. గౌరవ	"	హెసారే మార్పుమలు
21	బి. ఉష	"	హెసారే మార్పుమలు
22	కె. పద్మ	"	యూరేకా లక్షణాలు
23	యం. ప్రవాల	"	డ్రైమె కెఫెయిన్ లక్షణాలు

Class : I B.R.

Topic : భాష

Name of the Stud

No. of Students

Sig

SEMINAR NO. 06

Class : I BBA

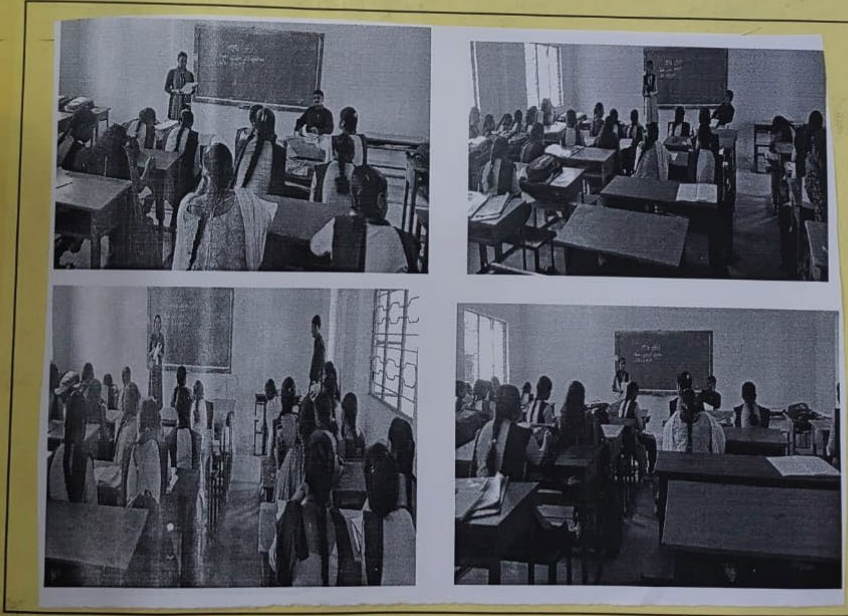
Date: 13.12.2023

Topic : భాషా సమయితర వ్యాసం

Name of the Student : వి. బంధు

No. of Students Present : 24

PHOTO



వి. బంధు
Signature of the Student

[Signature]
Signature of Teacher



Smt. NPS Gant College (W), Chittoor
S.V. University Semester Examinations-2023-24
Group wise Semester Results

S. No.	Courses	I Semester		
		of App.	No. of Passed	%
1	B.A (ECONOMICS)	16	10	63
2	B.A (HISTORY)	14	6	40
3	B.Com (G)	38	22	58
4	B.com (CA)	63	55	87
5	B.Sc.(COMPUTER SCIENCE)	25	23	92
6	B.Sc(ZOOLOGY)	31	15	48
7	B.SC(CHEMISTRY)	19	15	79
8	BBA	22	12	55
TOTAL		228	158	69





Smt. N.P.S Govt College college for women

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Greamspet, Near Durgamma Temple, *Chittoor-517002*



Email: Chittoor.w.jkc@gmail.com Web site: www.npsgcwctr.edu.in

Teaching-Learning Process

The teaching-learning process refers to the dynamic interaction between teachers and learners to facilitate the acquisition of knowledge, skills, attitudes, and values. It is the framework through which educational goals are achieved, ensuring that learning is meaningful, engaging, and effective.

Types of Teaching-Learning Methods

1. Teacher-Centric Methods

- Focuses on the teacher as the main source of knowledge.
- Examples:
 - Lectures
 - Demonstrations
 - Direct instruction

2. Student-Centric Methods

- Emphasizes the role of students in their own learning process.
- Examples:
 - Experiential learning
 - Participative learning
 - Problem-solving methodologies

Implementation of Student-Centric Methods in the Department of Computer Science

The Department of Computer Science adopts a predominantly **student-centric teaching methodology** due to its numerous advantages. These methods provide hands-on experiences, encourage active participation, and foster problem-solving and critical-thinking abilities. Below is a detailed explanation of various methods, their execution, and examples specific to the field of Computer Science.

Advantages of Student-Centric Methods

1. Improves engagement and motivation.
2. Enhances practical and conceptual understanding.
3. Develops teamwork, leadership, and communication skills.
4. Encourages independence and problem-solving abilities.
5. Prepares students for real-world challenges and professional work environments.
6. Builds critical-thinking and analytical skills.
7. Fosters creativity and innovation in experimental setups.

1. Experiential Learning

In this method, students learn by coding, working with various software tools, and debugging and analysing the results.

Activities Conducted:

- **Programming:**
Students use various strategies and crack different types of codes for the given experiments
 - **Skills Gained:** Knowledge of solution preparation, algorithm preparation, and proper flowchart methods.
- **Equipment Usage:**
Students learn to use computer hardware and software.
 - **Example:** C, PHP, JAVA, etc.,
- **Innovative Solutions:**
In cases where specific software is unavailable, students learn to make alternatives.
 - **Example:** Online portals are used.

2. Participative Learning

Students are divided into groups consisting of individuals with varying levels of academic performance (intelligent, above average, below average, poor).

Execution:

- **Group Activities:**
Students collaborate to complete assignments, programme reports, and presentations.
- **Peer Guidance:**
Intelligent students guide others to understand concepts and perform experiments.

3. Peer Teaching

Active students with good teaching skills are encouraged to share their knowledge with peers.

Execution:

- **Class Engagement:**
Students present topics from the syllabus.
- **Skill Development:**
Enhances teaching, communication, and leadership abilities.



4. Collaborative Projects

The Department of Computer Science actively involves students in collaborative projects, allowing them to engage in community service, internships, and hands-on industrial training. These projects provide real-world exposure via online trainings, participation in online competitions, enhance practical skills, and foster a sense of responsibility among students.

1. Community Service Projects (CSP)

Activities:

Students conduct **socio-economic surveys** in nearby villages or communities to assess the socio-economic and educational status of the residents.

Execution:

- **Survey Process: Social Media Impact on Academic Performance among Rural Students**
 - Collect data on factors such as employment, education levels, health conditions, and access to digital resources
 - Identify pressing problems in the community

- **Focus Area:**

Students concentrate on one issue identified during the survey, such as:

- **Health Awareness Campaigns:** Educating residents about sanitation, vaccination, and disease prevention.
- **Environmental Awareness:** Teaching the importance of waste segregation and recycling.
- **Infrastructure Issues:** Advocating for better roads or consistent electricity supply by submitting petitions to relevant authorities.

Skills Gained:

1. Communication and interpersonal skills.
2. Problem-solving and critical-thinking abilities.
3. Leadership and team collaboration.
4. Community engagement and project management.



2. Internship Programs

Internships provide students with practical knowledge and exposure to industrial or professional settings. The department encourages both **short-term internships (2 months)** and **long-term internships (6 months)** based on students' interests.

Examples of Internships Conducted:

a) Short Term Internship:

- **Skills Gained:**

- Learning the basics of new technologies.
- Developing Communication skills.

- **Procedure:**

- Scheduling the activities.
- Monitor and control the student activities.
- Conduct a Viva Voce after their internship term period.



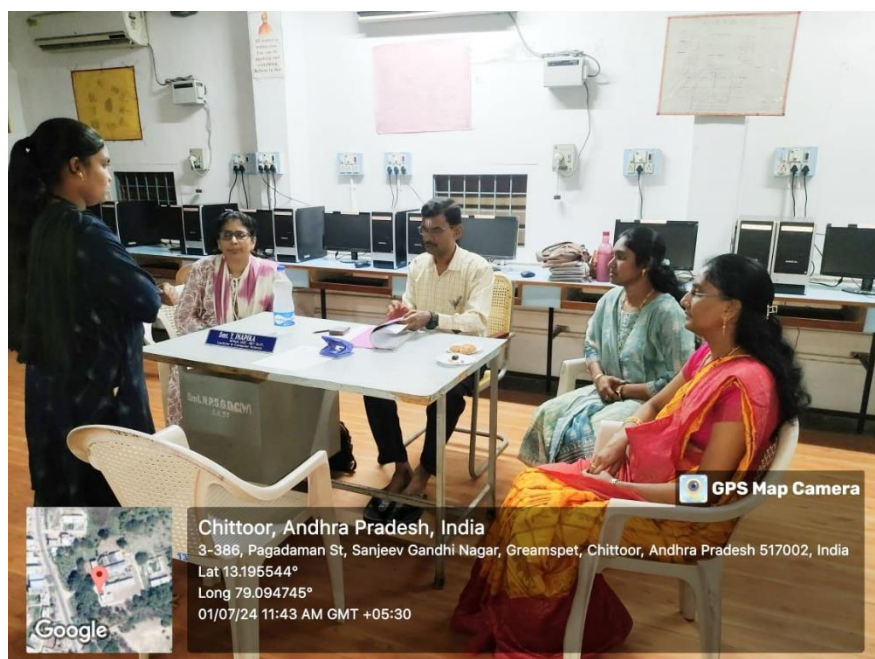
b) Long Term Internship:

- **Skills Gained:**

- Knowledge about current trends in technologies.
- Updating in a particular programming language.

- **Procedure:**

- Scheduling the activities.
- Monitor and control the student activities.
- Conduct a seminar presentation after their internship term period.



c) Software Skills:

- **Relevance to this Coding Era:**
 - Data analysis using tools like MS Excel, HTML, or R software for research.
 - Back-end Programming and Front-end Web Designing Tools
 - Designing presentations and reports using digital tools.
- **Skills Gained:**
 - Analytical thinking and statistical interpretation.
 - Effective documentation and data visualization.

3. Field Visit Reports

Students undertake field visits to collect and analyse the data of New Ranga Food Products Company.

- **Examples:**
 - Studying the company data
 - Understanding how to analyze the data during for the improvement of the business.

Skills Developed Through Collaborative Projects

1. Practical knowledge of procedures and methods specific to the industry.
2. Teamwork and time management.
3. Critical and creative problem-solving.
4. Technical skills related to equipment and software.
5. Effective communication and leadership.

The Department of Computer Science integrates community service and industrial internships into the curriculum, empowering students with practical skills and industry exposure. These projects prepare students for careers in Research, Healthcare, Data analytics and Data management.



5. Problem-Solving Methodologies

The Department of Computer Science emphasizes **problem-solving methodologies** in its curriculum by engaging students in real-world data handling scenarios. Below is a detailed document outlining these activities and their execution.

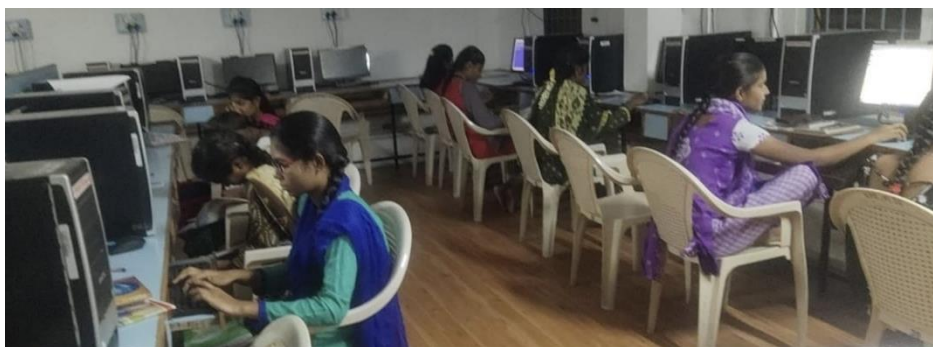
Role-Playing:

- **Example:**
 - Acting as a process in process scheduling algorithm.
 - A Node in the linked list data structure
- **Approach:**
 - Sit in round robin fashion and allot time slice.
 - Present findings and recommendations to observe how the processes are scheduled by the CPU.



Inquiry-Based Learning:

The Department of Computer Science actively engages students in problem-solving scenarios to enhance their understanding of problem and while preparing solution or algorithm for them for real-world challenges. These activities instil scientific thinking, develop practical skills, and encourage ethical responsibility in coding among students.




Principal
Smt. N.P.S.Govt. College for Women
CHITTOOR-517002.(A.P.).

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Greampet, Near Durgam Temple, *Chittoor*-517002

Email: Chittoor.w.jkc@gmail.com Web site: www.npsgcwctr.edu.in

Department of Commerce

2023 – 2024

I YEAR

S.No	Advanced Learners	S.No	Slow Learners
	I BCOM (CA)		
1	M.Lakshmi	1	G.Meena
2	T.Meghala	2	K.Indu Sri
3	V.Sumithra	3	K.Gayathri
4	M.Sathya Lakshmi	4	B.Anusha
5	P.Manju	5	K.Sravani
6	G.Kalyani	6	V.Sathya Lakhmi
7	J.Pavithra	7	S.Kousalya
8	P.Hima Latha	8	Chasmitha
9	A.C.Ashnah	9	B.Anuradha
10	S.Thahaseen		
11	A.Devika		
12	S.Apsana Bhanu		
13	S.Lahija Begum		
14	T.Durga		
15	V.Hemavathi		
16	K.Sravani		
	I Bcom (General)		
1	B.Lakshmi Silpa	1	A.Sravani
2	B.Roopa Sree	2	D.Bindu Sri
3	C.Deepika	3	G.Chandana
4	C.Swathi	4	S.Aiswarya

5	M.Lakshmi Prasanna	5	S.Rasheeda
6	P.Jaya Lakshmi	6	V.Suneetha
7	S.Niharika		
	I BBA		I BBA
1	A.Jaswanthi	1	K.Charitha
2	G.Swathi	2	A.Yamuna
3	G.Mounika	3	S.Fouziya
4	K.S.Hemavathi	4	M.Nikitha
5	K.Charitha	5	B.Saraswathi
6	K.Farihana	6	R.Sameera
7	K.Naseeba		
8	M.Revathi		

II YEAR

S.No	Advanced Learners	S.No	Slow Learners
	II BCOM (CA)		II BCOM (CA)
1	A.Dilli Rani	1	R.Susmitha
2	P.Vishnu Priya	2	B.Meena Kumari
3	C.Vennela Rani	3	G.Pavani
4	P.Aswini	4	B.Divya
5	M.Ramya	5	S.Jeevitha
6	T.Divya	6	P.Nandini
7	D.Usha	7	A.Chandra Kala
8	G.Vurvasi	8	S.Rabiya Thaslim
9	K.Prasanna	9	S.Ayshrun
10	K.Sri Devi		
11	M.Bhulakshmi		
12	M.Sailaja		
13	M.Hymavathi		
14	M.Rani		
15	N.Sneha		
16	V.Bindu		
17	B.Lashmi Devi		

	II Bcom (General)		II Bcom (General)
1	B.Sireesha	1	G.Lekha Sree
2	C.Lahari	2	S.Kalpa Latha
3	C.Kavitha	3	J.Swetha
4	J.Abhi	4	E.Lavanya
5	G.Harshitha	5	G.Reddemma
6	K.Pavithra	6	K.Kumari
7	M.Reddy Harisha	7	S.Priyanka
8	P.Nandini		
	BBA		BBA
1	B.Kavyanjali	1	D.Indhu
2	K.Aswini	2	J.Sravani
3	K.Vanaja	3	P.Stella
4	S.Reddemma	4	M.Gamana Sri
5	S.Rizwana	5	R.Malathi
6	U.Siva Rani	6	S.Bhumika

III YEAR

S.No	Advanced Learners	S.No	Slow Learners
1	A.Ramya	1	B.Firdose
2	B.Radhika	2	C.Valarmathi
3	B.Vishnu Priya	3	D.Muni Rani
4	C.Sandhya Rani	4	Y.Vani
5	G.Likitha	5	Y.Yasmin
6	G.Nithya		
7	K.Pooja		
8	M.Sumithra		
9	T.Kraisthna		
10	T.Padmavathi		
11	P.Divya		
12	Y.Anjali		
13	M.Jahnavi		
14	M.Supriya		

S.No	Advanced Learners	S.No	Slow Learners
1	A.Asnam	1	N.Amrutha
2	K.Devi	2	A.Anusha
3	S.Durga	3	A.Chandrika
4	K.Gayathri	4	M.S.Drakshayani
5	K.Jayanthi	5	T.Kalyani
6	V.Kaveri	6	M.Lokeswari
7	T.Malini	7	T.Kavya
8	O.Mamatha	8	S.Priyanka
9	V.Pavani	9	
	BBA		
1	A.Bhavya	1	R.Bharathi
2	B.Hemavathi	2	V.Priyanka
3	V.Manju	3	V.Usha Rani
4	P.Rama Devi		
5	B.Sahil		
6	K.Sneha		
7	M.Swathi		
8	B.Shaik Sana		
9	K.Susmitha		

Special Programs and Activities for Advanced and Slow Learners

Introduction The Department of Commerce aims to foster inclusive education by addressing the diverse learning needs of students. Special programs and activities are designed to help both advanced learners and slow learners excel academically and holistically.

Programs and Activities for Advanced Learners

- 1. Honors Programs and Advanced Courses** ◦ Advanced-level electives and honors classes.
 - Special sessions on interdisciplinary
- 2. Competitive Exam Preparation** ◦ Coaching for entrance exams such as AP PG CET, I CET, UGC-NET, and other competitive exams.
- 3. Internships and Industrial Exposure** ◦ Arrangements for internships at cad Point Bangalopr KRIYA Company,
 - Guest lectures and interactions with experts in Commerce and related fields.
- 4. Networking and Mentorship** ◦ Assigning faculty mentors for career and academic guidance.
 - Organizing alumni interactions to inspire and guide students toward career prospects.

8. Model Making Activity

The Department of Commerce organizes **Model Making Activities** as a part of its special programs for both advanced and slow learners. This initiative encourages creativity, practical understanding, and teamwork among students.

9. Field visits

The Department of Commerce organizes **Field Visits** to provide students with SLV Furnitures, and hands-on learning experiences. Advanced learners explore specialized locations Balaji Hatcheries , while slow learners visit Punjab National Bank and local ecosystems to strengthen fundamental understanding. These visits enhance observational skills, critical thinking, and real-world application of concepts.

10. Special Days and Events

The Department of Commerce celebrates **Special Days and Events** to promote awareness and engagement among students. Advanced learners actively participate in organizing seminars and exhibitions for occasions like **World Environment Day, Aids day**, and while slow learners engage in interactive activities like quizzes, poster-making, and group discussions. These events foster environmental responsibility, teamwork, and a sense of community.

Programs and Activities for Slow Learners

1. Remedial and Bridge Courses ○ Remedial sessions focusing on challenging Commerce topics such as Fundamentals of Accounting, Advanced Accounting and Corporate Accounting.

○ Bridge courses to strengthen fundamental concepts of Accounts.

2. Peer Learning and Mentorship ○ Pairing with advanced learners for collaborative study sessions.

○ Regular interaction with faculty mentors for personalized guidance.

3. Simplified Learning Materials ○ Providing easy-to-understand notes, flowcharts, and summary sheets.

○ Access to recorded lectures and online tutorials for repeated learning.

4. Regular Assessments and Feedback ○ Frequent assessments to monitor progress with constructive feedback.

○ Customized assignments to improve conceptual understanding.

5. Skill Development Programs ○ Improve communication team work, problem solving and trained students in tools like Tally and Excel

○ Sessions on building effective study habits and time management.

6. Entrepreneurship Training ○ Encouraging Entrepreneurial thinking and teach basics like business planning, Funding and Management.

○ Motivational talks to boost confidence and morale.

7. Technology Integration ○ Use of educational apps, simulations, and e-learning platforms for better understanding.

○ Access to digital resources like e-books, animations, and videos

Conclusion These programs aim to bridge the academic gap for slow learners and provide advanced learners with avenues to excel. The Department of Commerce remains committed to promoting an inclusive and supportive environment for holistic student development



Chittoor, Andhra Pradesh, India

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GPS Map Camera









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11/11/24 12:42 PM GMT+5:30



Google

Conclusion These programs aim to bridge the academic gap for slow learners
Awareness programme on Milk Adulteration and World Malaria day